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AND
ANNALS OF EDUCATION.

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For the Common School Journal.

PARENTAL INFLUENCE.

THE influence of parents is a power in the world. It would be well if it was always exerted in behalf of truth, justice, and universal improvement. That this is not always the case is very apparent, even to a casual observer. Too many times, it is to be feared, parents do not have the highest good of their children in view; or, if they do, they fail in securing it through a mistaken idea of the course to be pursued. It is natural for the parent to desire to see the child grow up an intelligent, moral and useful citizen; but it requires much sagacity to act in such a manner as shall conduce to such a result. Yet, in view of the end to be attained, no judicious parent will feel like shrinking from the responsibility that rests upon him. Parents should assiduously strive to secure, for all, the means for obtaining a true and generous culture. The welfare of each requires that all be well educated. To educate a single family or a single community will not secure the highest happiness, if those around

them are allowed to grow up ignorant, vicious and degraded. Hence all should strive to have education universally diffused. Not only does it rest upon parents to secure a system of universal education, but the welfare of each school depends upon their influence. They can have good and convenient school houses, if they so decide. All that is needed in order to have a suitable house in every district, is harmony of action on the part of parents, as there is or should be a harmony of interest. Wherever you see an old, dilapidated school-house standing almost in the road and helping to form part of the fence by the wayside, as if that was the sole object of its existence, you may know that there is an apathy on the part of parents that will blight the prospects of many a youth whose career might otherwise have been one of honor and usefulness and who might have earned for the community in which he was reared an imperishable history. On the other hand, wherever you see a good school-house you may feel that there is an interest in the rising generation that will produce the most beneficial results.

The influence of parents can secure the services of good and competent teachers. If the success of a school depends to a great extent, upon the teacher, it is as clear that the kind of teacher employed depends entirely upon the interest the parents feel in the cause of education. If they desire the services of a successful teacher, such an one can always be obtained. If better teachers are demanded, there are those who are ready and desirous to qualify themselves for the work, if they can but secure proper situations in which to labor. As a general rule the supply is equal to the demand. But the influence of parents does not stop here. Good rules and wise regulations are essential to the success of every school, but to be effective they must be strictly observed. Parents have an interest in this of no secondary importance. Habits of order, obedience and punctuality will be of the highest importance to all who may acquire them. Parental influence will do much toward giving strength and efficiency to wholesome rules, if it is wisely exerted. Parents should understand the regulations of school, learn their objects and

aims, explain to the children their value, and so speak of them as to leave the impression that they can not be disregarded or violated without doing a lasting injury to the child and to the whole school. A careless word, an unguarded remark, or even a manifestation of indifference on the part of parents often does irreparable mischief. Frequent visits to the school, confidential intercourse with the teacher, habitual inquiries of the children concerning their lessons and conduct never fail to exert an influence upon the school that would never otherwise be felt. Parents can not afford to have poor schools. They cost too much. They waste too much valuable time. They spoil too many gems of countless price. They lay the foundation of too much crime and misery. Good schools are always cheap. They yield a perpetual interest. They are better investments even than government stocks. Indeed they are the foundation of good governments. In forming a good school, parental influence is "the first, second, and third virtue."

T. K. P.

CORRESPONDENCE.

WASHINGTON, D. C., May 23, 1864.

MR. EDITOR:—Our Colonel used to be a school teacher. When the tocsin of war sounded over the land he laid aside the birch and took up the steel. He did not tolerate rebellion in his school—neither should there be, thought he, in the great school-room of the nation. So he lent his arm to punish the rebels. Our Colonel is brave. We know that. The ugly scar he carries proves it. So we respect him. He is gentlemanly. We all testify to that and thus we esteem him.

So do also the powers that be. The President formerly placed a son at his school. The Secretary of War and Provost-Marshal General regard him with favor. He has risen fast. Within a few weeks two high offices have been given him. He had, already, demonstrated his fitness for the positions. I would name them but that you would recognize

our Colonel and call him by name. This would displease him. He is simple, as a teacher or a colonel should be. He hates pomposity, and dresses as a citizen. He possesses quick perceptions and arrives at his decisions quickly and accurately. He seldom mistakes. I have never known him to reverse a decision. This is also characteristic of a successful officer and teacher. It occurs to me that these officers in many essential respects are not unlike. Yet our Colonel is never excited. He announces his judgments calmly as well as justly. A beleaguering Congressman even, seems contented with an adverse decision. So should a teacher be just and mild and firm in his justice.

Our Colonel is, of course, with three men's duties upon his shoulders—a busy man. Yet sometimes he spends a spare moment with us socially. When a few evenings since we were sitting in the office, after the business of the day, and had remarked his duties and cares—he replied “yes I am busy—but the thing I most regret is, that I have not now the time to spend with my family, as I used to have. I have two little girls—the eldest about eight. While she was quite young, an aunt conceived the up-hill idea of teaching the child to read. She therefore set the mill in motion, with her a, b, c, d. etc., thoroughly bent on grinding out a smart child. Well, the child grew and learned to read, and learned beside to hate reading and books. With the second, I determined to have my own way. I therefore forbid any such wickedness as had been practiced upon my eldest child. Instead thereof I took them both upon my knees, for an hour every day, to tell them stories. I commenced on little and familiar things, and led them on to what was unfamiliar. I told them about birds and animals, until they had a fair knowledge of ornithology and natural history. I told them about the government,—Mr. Lincoln, Mr. Chase, Mr. Stanton and what offices they filled, about the war and the generals on either side. In this way I entertained them until they had gained quite a knowledge of men and things. It was no task but a pleasure to them and I enjoyed a pleasure too in witnessing their enjoyment, in watching the growth of their intelli-

gence, and in awaiting the result of my experiment. At length the younger said 'Papa! where did you get all these pretty stories?' I then explained that they were all printed in books—that all who would learn to read, could read such pretty stories for themselves, besides many others much prettier,—that we read by letters, and we must learn them first—that letters put together made the words, and the words made the stories. The little one was so interested that she went to work, and, of herself, learned the whole alphabet. No one asked, or forbid her to do it—but she persevered in asking the names of the characters, until she had mastered them all. I do not mean that she shall be put to dry book study, until she is ten or twelve years of age. *True education is the gratification of awakened desire.*"

This is what our Colonel said. Is he not right?

Truly yours. TWENTY-ONE—FIFTY-SIX.

THE MYSTICAL RIVER.

(BY ALLIE WELLINGTON.)

A silvery stream in the morning light
Evermore dashes its waters bright,
With a charming melody and magical chime,
Purling along through the realms of Time,
'Mid verdant banks, where the rose and thyme
Their fragrance blend, while on and away
Dance the fairy-like circles of spray.

A troubled river, it onward flows
'Neath the noontide ray, where no repose
It's wild waves find, but breakers dark
Lie deep concealed, and many a bark
Lone wreck and waif, its borders mask,
And many a willow and cypress tree
O'er the turbid billows bend mournfully.

With a broad, broad sweep and a solemn sway
Rolls the silent river in the twilight gray;
No musical ripple with varied tone

O'er its surface plays,—no surging waves moan,
But the beauteous tints of the daylight flower
On its bosom rest like a fairy dream,—
While with the deep sea, blends the mystic stream.

Oh wondrous river! once launched on thy tide
No bark e'er returns to thy flowery side!—
Where, where are those barges of bright hopes and love,
For which in life's morning gay garlands we wove,
And trusting sent forth o'er thy waters to move?
Faith whispers—"With many a storm they have striven,
Now—argosies sailing in the bright port of heaven."

AN IMPEDIMENT TO SCHOOLS.

OUR school system lacks no excellency to increase its efficiency in spreading education among the masses of the people. Our officers, we have reason to believe, are using their utmost efforts to make this system answer the great end for which it was designed. The friends of education are making many sacrifices, and doing much to advance popular education. But yet the system meets with impediments; and strange to say, these impediments come from those to be benefited. The two greatest hindrances of our public schools are the insubordination and absence of scholars. As the latter evil is the more chargeable to parents, and may be the most readily cured, yet to the real progress of the school, is, if possible, the greater of the two. We call attention more particularly to that. Neither parents nor scholars are aware how deadening to the progress of a school absences are. Lessons which succeed each other like the links of a chain, can not be broken into without destroying the interest and pleasure in study, and making the path of the scholar a course of dark perplexity. Scholars that are absent occasionally, not only find study dry and irksome, but they find themselves in difficulty from every quarter, so that they are hardly able to proceed at all. The teacher can not allow them to fall behind their classes, for to create new classes to suit all

irregular scholars would throw the school into a mass of confusion; and consequently, the course he is obliged to pursue, is to rather restrain the natural progress of his classes, and urge his delinquents along as fast as possible. Thus do irregular scholars make themselves a thorny path and greatly impede the progress of the whole class of which they are members, and of the entire school. Hardly a school can you visit, or a record examine, but you will find a large portion of the scholars in the habit of absenting themselves occasionally from school; and in a majority of cases the reasons assigned for irregular attendance are of the most trivial nature. For the least excuse, parents allow their children to stay at home; and they in turn will keep them, if their going to school will clash in the least with their own arrangements. A child wants to make some visit, or spend a day in some special recreation, and, therefore, he is allowed to remain from school. Parents have some work that their children can do to some advantage, hence, without further ceremony, they are taken from school "a few days," though by a little extra trouble and planning their services might have been dispensed with and they continued at school. But parents do not consider the time of their children at school of enough value for this trouble. They seem rather to regard school as a pen in which to keep their children when they have no use for them. The secret of the whole matter is, parents are too indifferent about the education of their offspring. They acknowledge education to be good, but neglect to open their eyes to all its benefits. They fail to see that education is of greater moment to their children than their meat and drink. They care not to place it above a few momentary comforts or conveniencies. It is this apathy on the subject of education, and not the necessities of the case, that induces parents to excuse, so often, their children from school. Let parents look at the education of their offspring as they do at their financial interests, and how differently would our schools be attended. Let parents center their hopes for the welfare of their children in their education, and there will not be so many obstacles between them and the school house.

CROMWELL.

S. D. J.

PROBLEM OF THE EGGS.

WE have received solutions, from three different sources, of the problem in our last,—and we give them below. The wish of the person who sent the problem was to know how to make the solution clear to pupils.

FIRST SOLUTION.

In the June number "H. C. S." presents the following problem, desiring "an explanation sufficiently brief and clear to be given to children." "Two women having thirty eggs each, offered them to a grocer, the first lot at two for a cent, the second at three for a cent. This he refused, but said if they would put them together, he would take all at the rate of five for two cents. They accepted the offer, and lost one cent by it. *How?*"

I will attempt to give both the *how* and the *why*. For convenience, designate the two women as A and B. A offered her eggs at two for a cent; she would have received 15 cents. B offered hers at three for a cent, and would have received 10 cents; together they would have obtained 25 cents. But they put the eggs together, and sold the 60 at 2 cents for every 5 eggs: there are twelve 5's in 60, consequently they received 24 cents. $25-24=1$.

I presume the scholars would readily understand *how* they lost one cent, but they would not at first thought see the *why*. I think I should proceed to explain something as follows:—

Since A offered her eggs at two for a cent, and B at three for a cent, and since 2 and 3 are 5, you do not see why putting the two and three together, and selling the 5 for 2 cents, would not be the same as selling the 2 and 3 separately. *It would.* Then why does it not come out the same in selling the whole lot? It would if B had as many 3's as A had 2's—and here is the whole secret. (Here, having given the clue, I should stop, and let the child exercise his own ingenuity. Many, I think, would need no further explanation.) Suppose each woman's eggs remain in her own basket, and they commence selling by 5's, A taking two from her basket,

and B 3, the grocer giving them 2 cents; when B has taken out ten 3's, her eggs are gone, and they have received 20 cents. A has ten left: if she sells them by 2's, as she offered, she will get 5 cents, which to the 20 makes 25, but, according to the grocer's offer, she must sell them by 5's, and receive only 4 cents.

The grocer offered them 2 cents for 5, "if they would put them together;" if they had kept them separate, selling as above, B might have "seen the point." There were 60 eggs and they sold them all by 5's; there are twelve 5's in 60—that is, twelve 2's and twelve 3's. If A had sold her eggs by 2's she would have had fifteen 2's; so you see that in selling them by 5's, three 2's, or 3 cents, were lost, because there were only twelve 5's. Also, two 3's, or 2 cents, were gained, because B had only ten 2's. Then if 3 cents were lost on the 2's, and 2 cents gained on the 3's, the result was one cent lost.

Now will some teacher tell us *how* and *why*, the women ought to divide their 24 cents? T.

SECOND SOLUTION.

The first woman sold her eggs at $\frac{1}{2}$ of a cent apiece, the other woman at $\frac{1}{3}$ of a cent. And find the price of the whole by multiplying the whole number of eggs offered for sale by each woman by the price of one egg.

Thus 30 eggs at $\frac{1}{2}$ of a cent apiece = 15 cts.

And " " " $\frac{1}{3}$ " " " = 10 "
25 "

or for the whole at the rate of $\frac{5}{12}$ of a cent apiece. He offered to take them all at the rate of 5 eggs for 2 cts., or $\frac{2}{5}$ of a cent apiece, $\frac{2}{5} \times 60 = 24$ cts.

He lost on each egg $\frac{5}{12} - \frac{2}{5} = \frac{1}{60}$ of a cent on 60 eggs 60 times $\frac{1}{60} = \frac{60}{60}$ or 1 cent.

P. A. H.

THIRD SOLUTION.

When one woman gives 3 eggs for a cent, and the other 2 eggs for a cent, it would seem that they give 5 eggs for 2 cents; so they do as long as they both have eggs, but the woman who gives 2 for a cent as often as the other gives 3,

would have ten eggs left, when the woman who puts in 3, had disposed of all of her eggs.

It would seem to average 5 eggs for 2 cents, but taking the two together it does not.

In order to average thus the number of 3's should equal the number of 2's, which it does not do.

Respectfully yours,

LE ROY UPSON.

WOLCOTT.

For the Common School Journal.

MY FIRST SCHOOL.

It would do little good to narrate the visit of the Committee to my school. They were neither more nor less intelligent than most committees. They no doubt desired to have a good school, but they judged of it from common report rather than from actual knowledge of the wants and marks of a good school. If their own and others' children seemed to be learning, they were satisfied and gave themselves no trouble to inquire whether my methods were correct and my school were orderly. They came, however, for form's sake, or for public money's sake. I asked *them* to examine the children, but they resolutely thought "I had better do it myself." I asked what classes they would like to hear, and they said, "One will do as well as another." At the close of school I asked them to say something to the scholars, and they "guessed they would'nt." I asked them to suggest any improvements, but they were "perfectly satisfied." And so—the public money was secured, and the school was no better for their visit. How easily some people are satisfied with their school. How charitable are visitors and parents, to the teacher, if there is no feud in the district. O, for a little of the zest with which they inspect and criticize other things! for a little of the knowledge they show about other things! for a little of the determination they show to reform other evils, and to remedy other defects! I wonder people are not ashamed to say they do not know anything about school, they suppose things are going on well enough,

they don't hear any complaint, and guess they will not take the trouble to look into the school for themselves.

What was the net result of this first school? It showed me that I had much to learn; that teaching was not a mere pastime; that I could improve and that I must do so. I was encouraged by people's saying I had a "knack at teaching," but even then I knew that a mere *knack* was not safe capital. It did not occur to me that I should make teaching my business, and on the other hand, nothing had happened to deter me from doing so. But it has proved to be the first of many schools, the gateway to a business I like with an increasing affection. My career starts from that milk-room transformed into a school-room. Without boasting I can say that I made such a beginning with those first twenty scholars that all my further success dates from it. I should not be content that any pupil of mine should begin teaching with so slender a stock as I did. I should want him to know something of the human nature he is to teach, to know some of the ways by which truth may be presented to another mind, to see with some clearness the object sought in certain subjects of study, and to have his own powers and resources at command. I should want him to recognize in each child he might teach, the possibility of a good man and a good citizen, and to adapt all his instruction with a wise reference to securing such an end. I should want him to be manly, if not altogether a man; to be judicious, if not perfect in judgment. I think I am grateful for this first partial success, grateful at least that no crushing disaster kept me out of the school-house in the future. When I rode through the district not long since, I was glad I had begun my course in so humble a place and in so unpretending a way. The memory of that winter's experience keeps me in sympathy with all young teachers, and its faults make me charitable toward others' failings. And if any reader has followed me through these sketches and has found his own first efforts interpreted, he can understand the pleasure of thus recalling the first accession of power in the school-room, and the feelings of satisfaction, so tempered and chastened as to be as far as possible from a feeling of vain conceit, which is associated with the result to one's self of his first school. H. B. B.

ARITHMETIC WELL TAUGHT.

Teachers of limited experience not unfrequently adopt the fallacy that a few examples under each rule, just to illustrate fully the principle involved, is all that is necessary. But as observation and experience increase, they bring the conviction that there is an art as well as a science in all the practical operations of life, and while the science may be understood whenever the principle is explained, the art can only be acquired by continued and abundant practice in it; and applying this to Arithmetic, experienced teachers agree that abundant practice with figures is the best and the only way to fix in the minds of children the rules and principles of the practical operations of Arithmetic. The later text-books recognize this necessity, and Felter's excellent series has for its fundamental idea, a great number of regularly progressive exercises under each rule.

Such practice is particularly useful and necessary in the "four ground rules," since the ability to add, subtract, multiply and divide correctly and rapidly, so greatly facilitates progress in the subsequent rules. Indeed, in actual business, correctness and rapidity in these four points, are more generally valued than all the rest of arithmetical knowledge.

At a brief visit to the Webster School in New Haven years ago, one class exercise conducted by C. Goodwin Clark, now Principal of one of the best Grammar Schools in the "hub" educational,—opened our eyes to the value of continued and rapid drill in Addition, and returning to our own school we began a vigorous drill therein, which opened the eyes and minds of our pupils, and from that time we have been entirely convinced that more time should be spent in performing examples, and less in memorizing rules in Arithmetic. Subsequent observation among teachers at Institutes, and in business, have only deepened this conviction. Probably not one teacher in fifty properly appreciates the utility of thorough drill in the "fundamental" rules. All pupils are eager to hasten through the books, parents are equally desirous of progress, and teachers wishing to gratify both, too often allow pupils to stumble through addition, when of necessity, they will continue stumbling all through the book and through life, until the realities of business compel them to careful and continued practice, and thus teach them in maturity, what they should have learned perfectly in childhood.

And yet many good teachers do exhaust all the examples given in several arithmetics, and spend much time in making others on the blackboard. Such workers we commend, and more than this, we recommend to such and to all a remarkable labor saving machine, which must be to teachers what the sewing machine is to seamstresses. It is in the form of an

ARITHMETICAL FRAME

Constructed on the plan of the cut herein shown, which is copied from the model sent to the Patent Office.



It consists of a frame having a series of slats with figures on each side, and revolving by turning the knobs, C, D, &c., so as to show either side. The size designed for general use has eighteen slats with eight figures on each side, and so large as to be distinctly seen at a distance of forty feet. By turning the third slat edgewise as shown at D in the cut, to limit the example, a simple example in addition or in subtraction, suited to young pupils is presented, which each pupil in the class or in the school may perform, writing the result on his slate, when the answers may be compared and corrected. Or one may add or subtract aloud, and the rest correct him when wrong. It is plain that several such examples may be given at once, or one in addition of 6, 8, or any number to 18 slats. This makes an example of 8 columns of 18 figures each, and by turning one slat, a new example is set, which is done in an instant.

Examples in Multiplication and Division, can be set with equal rapidity, and the variety is *inexhaustible*. Over 200,000 different examples can be set by this frame alone, without the making of a single figure, and only a second of time is needed to set or change one.

It is needless to say that exercises of entire classes or the full school may be conducted with great interest, and the fullest mental activity, by using this frame, as no time is lost in erasing or setting examples. Teachers will at once appreciate its advantages. Its price will place it within the reach of every school and family. We can only blame the Inventor, Mr. Bugbee, for not introducing it to the educational world a hundred years ago.

KEY TO THE ARITHMETICAL FRAME.

To facilitate the use of the Arithmetical Frame the figures are so arranged that when every slat presents the *front side*, which is marked with a *letter under the figure denoting its number*, the amount of the figures on the first 17 slats is obtained by prefixing the figure 9 to the figures on the lowest or 18th slat, thus 9-31289191, and of course the sum of the entire 18 slates is *twice* the amount on the last slat with 9 prefixed, or 9-62578382.

Turning *any one slat except the 18th* to present its reverse side while the other (17) presents the front side changes this sum, so that the answer is obtained as follows, viz.: from the sum of the front sides 9-62578382 subtract one from the right hand figure (2) and from the left hand figure, (6,) not including the prefix, and add one to each other figure, making the amount read 9-53689491. The operation is represented thus: sum of the front sides,

$$9-62578382$$

subtract one from the right hand and left hand figures, thus:

$$\begin{array}{r} 1 \quad 1 \\ 9-52678381 \end{array}$$

leaves

add one to each other figure except the prefix, thus:

$$\begin{array}{r} 1111110 \\ 9-53689491 \end{array}$$

true sum being

$$9-53689491$$

If two slats are reversed it is plain that 2 must be subtracted from the right and left hand figures and 2 added to each other figure; and if three slats are reversed then 3 must be subtracted and added in place of 1, and so on, where more slats are reversed.

Again, when all the slats present the reverse side (which is marked with the figure denoting the number of the slat with a line under it) the sum of the figures on the first 17 slats is obtained by prefixing 7 to the amount on slat No. 18, thus 7-80178044; consequently the sum of the entire reverse side is twice the contents of the 18th slat with 7 added in the 9th figure, or 8-60356088. If, now, any one of the slats *except the 18th* be revolved so as to present the front side, the true sum will be found by adding 1 to the right and left hand figure, not including the 9th, and subtracting 1 from each other figure, thus:

$$8-60356088$$

add 1 to right and left hand figure,

$$\begin{array}{r} 1 \quad 1 \\ 8-60356089 \end{array}$$

makes

$$8-70356089$$

subtract one from each other figure,

$$1111110$$

makes the true sum

$$8-69244979$$

If two slats are revolved add and subtract 2 in place of 1, and so on, according to the number of slats revolved. This Key enables the teacher to tell the correct answer almost instantly; and *any* example in Addition made by the frame, whose answer is known, may be changed by turning one or more slats. Then the true answer is obtained *from the previous one* by the following

RULE.—1. *When slats are turned to show the front sides.*

Add the number of the slats thus changed to the *first* and *eighth* places of the former answer, and subtract the same number from each of the intervening places.

2. *When they are turned to show the reverse sides.*

Subtract the number of slats thus changed from the *first* and *eighth* places in the former answer, and add the same number to each of the intervening places.

REMINISCENCES OF SCHOOL DAYS.

HARDLY more unlike was the lumbering stage-coach of the olden time to the locomotive—the sailing vessel to the steam-boat—the hand loom to the factory—the lingering mail to the telegraph—than the schools of that same olden time—so distant if measured by events, yet so recent that the memory of the living embraces it, to those of the present day. The writer's early school days were thirty years ago, when "all things were as-at the beginning," and no Horace Mann had questioned the propriety of a system originating in Puritan times. It may not be unacceptable, in the midst of the graver articles of the *Journal*, to give some reminiscences of the schools of that period, which may be new to the youthful readers, and may recall to the more venerable their own early experience.

My school-house was in a country town of the Granite State, probably in advance of most towns in general intelligence, as several of the most enterprising citizens were in the habit of making an annual visit to Boston, that great city, by stage, and by the narration of what they had seen, kept alive a spirit of inquiry that showed itself in a general desire to keep everything up to the times. My father (I am proud to record a fact so honorable to the memory of my sire) took a semi-weekly paper, the only one in the town, and, among other ways of spreading its contents, a retired schoolmaster, whose main distinction was that he had once been Edward Everett's teacher, used to be at the post office always when the stage drove up with the mail, and carry it to its destination, as a compensation for which he claimed its first reading and its news henceforth became the public property of the village.

Twice a week, then, our citizens could discuss all that was known through the Boston papers. Peace to the memory of those good old people who used to assemble in the store of an evening and talk over Gen. Jackson and the Bank. We may know more than they did, but I would their sterling

honesty and unselfish patriotism more pervaded the heart of the country than I fear they do at present.

But to return to our school. It was a "little red school-house," high on the top of a hill, about the middle of a district extending on a straight road from the center to the border of the town. All the school districts were thus laid out, as it was contended that a man at the outskirts of the town should have as much schooling as one in the middle, since his money was as good, so no proposition to have a center school district to benefit the greatest number could ever prevail. As the town was divided into quite a number of small districts, we had a school only about eight weeks in winter and the same in summer. In the summer a mistress was employed, and only little ones attended; in the winter the big boys and girls came together, and a master was employed with strength enough to conquer if a rebellion occurred. As a change of teachers was thus made twice a year, and the new teacher was usually a stranger, whom it took several weeks to learn the names and wants of the pupils, it cannot be expected that the progress of any one term could be very marked. Indeed, as every teacher commenced with a review, for several years the pupil would finish at about the same place, which I have thought since was greatly for the advantage of the teacher, as most of them were more familiar with the *beginnings* than the *ends* of the text-books. I remember I acquired the marked dislike of one mistress, because, thinking myself a remarkable scholar, in which my father concurred, I had induced him to complain to the committee about my being put back, and the consequence was that I was allowed to start in the middle of my Colburn's with a fair prospect of completing it—no small feat in those days. I had to pay the penalty, however, of my ambition, for on every reasonable pretext I became familiar with a birch stick, and with every fresh application I could see in her eye "Complain again to the committee, will you?" I managed to square accounts with her, but I think I will not discuss that subject.

As our teachers changed twice a year, we had a great va-

Reminiscences of School Days.

riety. Schools were regarded, to a great extent, for the benefit of the teacher, putting into his pocket so much money as the district was required by law to spend; and generally each prudential committee man had a cousin to whom the school was promised in the event of his election, so that not a little wire-pulling was resorted to, on a small scale, to secure a position with so much official patronage at its disposal. As my mind passes them in review, they throng up, old and young, learned and unlearned, experienced and inexperienced, good and bad, a motley group.

The first few days were spent in trying the teacher, to see what stuff he was made of—if he was to rule us, or we him. How many an innocent, well-disposed young teacher, entering the school-room with an honest intention of discharging faithfully his sacred trust, with no heart for personal combat with rough boys, has been regarded as weak, and ejected summarily from his post, because he could not reduce to subjection unruly students, whose parents felt too often a pride in the brute courage of their boys, that had thrown the master into a snow-bank! Committee men eyed the applicant from head to foot to see if he had the muscle for a contest if it came; and the writer remembers well how suspiciously he was viewed in his early examination for new schools, on account of his diminutive size. In his own justification he may be pardoned, however, for the remark, that the most lamentable failures in discipline in his knowledge have been in teachers of the stature of Anak, while some of the best disciplinarians have been of “contemptible presence.”

The discipline of thirty years ago was mainly with the rod; the birch was emphatically the “tree of knowledge,” and many a time has the writer gone home with sore limbs and hands, “marks of affection from his teacher,” as our venerable friend, Mr. Greenleaf, would say. Some scholars expected a whipping every day, as a part of the regular school exercise. To teach school without corporal punishment is decidedly a modern invention. Rarely was any complaint made unless the severity became really brutal. The methods of punishment were various, according to the

whims of the teacher. I have witnessed a severity with the ruler that made my young heart tremble, and but little regard was paid to age or sex. Sometimes students were obliged to stoop over with hand on the floor, "holding a nail in the floor," as it was termed, which was painful, as it caused a flow of blood to the head, and other such unnatural punishments were used which "time would fail me to tell." Monitors were frequently used who exercised a very natural discrimination in reporting offenders, taking care in this way to pay off many an old grudge against a fellow student, while they never saw the tricks of their friends. One teacher used to wait until a large number of unruly pupils had been collected, and then punish by detachments, hearing from his monitor the offense and meting out its due, and then starting again. Yet I always observed the most severe teachers frequently had the most difficulty in governing. Little heads are often crafty, and many a "committee of ways and means" was held to devise places of annoyance so cunningly contrived that detection would be difficult, and not rarely the master had the worst of it.

The studies of the school were few, consisting almost entirely of reading, writing, spelling, arithmetic, and geography. Very rarely an ambitious parent wished his child to study grammar, and such pupils prided themselves much on their intellectual superiority. I was a hopeful boy, as I have intimated, and early took up this study. I remember my first lesson was to learn the conjugation of the verbs; and after three or four lessons I began to parse, without the most distant conception of what I was about. If the teacher told me *man* was a noun, common, third person, singular, nominative case, I tried to remember it, as I would any other fact, as the population of Boston, for which no reason could be given. I think hard as was the study to me, it was still harder for the teacher, for I can recall very distinctly the perplexity of countenance in the attempt to tell us what part of speech particular words should be called. Teachers then were not very intimate with Lindley Murray.

In written arithmetic, at that time, classification and the

use of the blackboard were unknown, each one "ciphering" as well as he could, and when difficulties were met with, going up to the teacher, a large part of whose time was employed in working out problems for individual pupils. I went through the arithmetic very young, working out the questions by rule, never questioning, or being questioned as to the reason of my operations, nor did I ever bestow a thought on the true meaning of the rules until some years after, when I became a teacher.

For reading, I remember but two rules were given, "speak loud" and "mind your stops." The meaning of the first was easy, and we generally gave no ground for complaint in strength, though I think the quality of the voice was not always to be commended. A loud, prolonged monotone, was decidedly the fashion. The rule for "stops and marks" was, "Stop long enough to count one at a comma, two at a semicolon, etc.," as senseless a rule as ever found its way into a school book, though still given, I regret to say, by many teachers who ought to know better.

Geography was taught then, as it is too often now—a mere memorizing of the book, asking the questions and requiring answers. Much remains still to be done for the cause of education in this branch; who will do it?

Spelling was one of the branches to which most attention was given, and in this the students of thirty years ago far excelled those of the present day. To misspell a word was always in some way punished, and the pride of scholarship was here particularly manifested. To stand at the head of the class was an honor of which mothers boasted in their children, and it was always rewarded by some token of approbation. Spelling schools in the evening were held, at which students from different districts were brought into antagonism, sides were chosen, and victories won were discussed for many a subsequent day. But I must confess the opportunity to exercise gallantry after the close of the school, gave them not a little of their popularity and interest.

In penmanship, too, the schools of a former period, I think excelled the present. A round, plain hand, was sought for,

and I know many a parent now shames his child as he produces his neat, clear, copy-book for inspection. The teacher wrote better than now. He was obliged to set all the copies; and however able he might be to conceal ignorance in other branches, it was impossible in this. His own penmanship was, alike with that of his students, the subject of inspection in the copy-book by every pupil, and parent, and the august committee as they made their stated visits, and nothing would atone for a slovenly hand. Most of the copies the teachers must set at home, and this and making pens were serious drafts on his time, from which he is now happily exempt.

As our studies were few, we had much spare time, which girls employed in sewing patch-work, being early taught they could not marry till they had worked enough for a quilt. Boys were required to commit hymns and passages of Scripture, not always a pleasant exercise for them, however much they might be profited.

In one other respect, I think our schools have deteriorated, viz., in the attention paid to the manners of children. Boys were always required to bow, and girls to courtesy, as they entered and left the school-room, as they stood arranged in the class before the recitation commenced and at its close; and it was carried so far that I remember children were required to salute strangers whom they passed in the street, and were punished for its neglect. They were taught, too, to respect age and authority, and to uncover in their presence. When the committee or others visited our school, we rose as they entered, and stood till they were seated; and if a plain "no" or "yes" came from a boy's lips to one he was bound to respect, he was reminded in a way he would not soon forget to use "sir" with it. In what awe we stood of the committee! How clean and nice we tried to look on examination day, and how we early hurried to school, and took our seats in anticipation; and when we were obliged to wait for the august presence, for dignity was always slow, from time to time the teacher would send to an elevation a little way off to see if they were coming; and when the

minister, and doctor, and esquire, who usually formed our committee, were sure enough in sight, and some parents with them, how hushed we were as they entered, and how eagerly we tried to look and do our best! And when the classes were through, and they made their remarks to us, usually words of praise, and then the minister offered a prayer, and we waited till the spectators were all gone, and then were dismissed, how fast we ran home and told our mothers all about it! I wonder if boys do so now. Somehow, I can not tell how it is, but every thing seems to be different from what it was even with the children. Well, perhaps I had better conclude, for my readers may think me garrulous, and older than I really am, and then I may lose my place, for people now do not have much respect for an old teacher.

Mass. Teacher.

PATRIOTISM AND PARTISANSHIP.

THE Common School system of this country is the admiration of the civilized world. The wisdom of centuries has been employed in laying its foundations, and upon these has arisen a system of public instruction which is the grand palladium of our existence as a free people.

To us of the present generation, this rich possession comes by inheritance; and there is danger that we shall under-estimate the importance of transmitting it in its highest perfection to our successors. We gaze with delight upon the beauty and symmetry of the superstructure, and seldom stop to enquire whether we have a duty to discharge in guarding and preserving its foundation stones. In possession of the present, we are in danger of forgetting our obligations to the past, and our responsibility to the future.

The essential and central idea of a *common school*, is that of a school for instruction in branches of *common interest and profit*, and from which all subjects of *partisan or sectarian character* are forever excluded. Here is common ground, on which all may unite. Whatever party or sect may have

the ascendancy, it occasions no conflict or disturbance here, so long as we abide by these fundamental principles. But we need to have clear and well defined views of what these principles are. The line between subjects which are appropriate in the school, and those which have no place there, should be plainly and sharply drawn.

Our common schools are sustained and controlled by the State. Out of this relation grow duties to the State which are paramount to all others. Whatever else may be neglected, patriotism and love of country, loyalty to the constitution and government, should be thoroughly and constantly inculcated. Pupils should learn what treasures of blood our national existence has cost. They should study the constitution till its teachings become a part of their own existence. They should be taught to feel that when the government is in peril no personal sacrifice to save it can be too great.

Lessons of patriotism should frequently be drawn from the lives of illustrious men, whose names adorn the pages of our country's history. Patriotic songs are nowhere more appropriate than in the school-room. In no other way can love of country be more effectually and more easily taught than through the medium of song.

Such are some of the lessons which should be taught in every school, and the teacher who neglects to impart them is false to the trust committed to his care, and unworthy of the name he bears.

But while there are lessons which we must not fail to inculcate in the public school, there are others which we are under equal obligation to avoid. The compromise upon which our school system rests, excluding from its teachings all partisan politics and sectarian religion, is a solemn contract which already has the seal of centuries enstamped upon it. He who wantonly introduces partisan questions in the public school, is a violator of this contract, and his influence tends directly to undermine and destroy our whole system of free schools.

Under a free government like ours, it is to be expected that partisan views and opinions will often be brought into

fierce conflict, and that the surges of political parties will dash violently against each other; but it is the special charge of teachers and school officers to see that no such questions are ever suffered to come within the hallowed precincts of the school-room. If the time ever come when the public schools shall be employed by political parties for the inculcation of partisan sentiments, then will our beautiful system of public instruction sicken and die, and with it will perish the brightest hope of our free republic.

There are some questions upon which public opinion is not always the same. Questions which at one period divide political parties, may at another period be questions on which they will harmonize. The rule in this case is simple and obvious. So long as a question is generally regarded as partisan, so long it should be excluded from the common school; but when the same question ceases to be regarded as partisan, there can then be no objection to its introduction.

The obligation of the teacher to exclude partisan questions from the school-room, does not in the least infringe upon his rights and duties as a citizen. In the exercise of his elective franchise, and in his relations to the various political, religious, and social questions that arise, he has the same rights and the same obligations as every other citizen, and should act with the same freedom and independence, in accordance with the dictates of his own understanding and judgment.—*Report of W. H. Wells, Supt. of Public Schools Chicago.*

LOCAL AND PERSONAL.

MERIDEN. We recently spent a day, very pleasantly, in calling at the schools in this town. The school houses are in very fair condition,—better than they will average in most towns. The several schools we visited were in good order, and the teachers appeared intelligent and faithful. The several departments of the graded school under the charge of Mr. Howard, appeared remarkably well. Our special thanks are due to Messrs. R. T. Spencer and W. E. Benham, school visitors, for kind attention.

WETHERSFIELD. There are two very good select schools in this place kept by Misses Havens and Woodhouse,—but we believe a good graded school would prove of great advantage to the place.

WEST HARTFORD. We never pass through this place without feelings of regret that the citizens will not provide better school house accommodations. We found at the main village, only three miles from Hartford, a good class of children and good teacher, both laboring to disadvantage in a building which ought long ago to have been abandoned as unfit for school purposes.

W. H. WELLS. We learn that Mr. Wells has resigned the Superintendency of the schools of Chicago with a view to accepting the Superintendency of the Charter Oak Insurance Company for the State of Illinois. In the retirement of Mr. Wells from the educational work, we feel that not only the schools of Chicago, but also the cause of popular education will suffer a very great loss. For more than thirty years Mr. Wells has been an earnest, indefatigable, and efficient educator,—ever ready to aid in all that might tend to elevate his chosen profession. For nearly ten years he has discharged most faithfully the duties of Supt. of the schools of Chicago, and we believe that he has uniformly received the approbation and cooperation of the Board of Education. While we regret the withdrawal of our friend from the onerous duties of School Superintendent, we certainly wish him the highest success in his new employment.

M. T. BROWN. This gentleman, too, so well known to many of our readers,—and once a highly successful teacher in New Haven,—has “slipped” the educational halter, in part at least. He has retired from the charge of the schools of Toledo, and entered the publishing house of Sargent, Wilson and Hinkle, Cincinnati,—to which he will prove a valuable aid. This is the leading publishing house of the west,—an enterprising and honorable firm.

Mr. Brown has a host of friends in New England who will wish him success in his new situation.

J. D. PHILBRICK. We are indebted to Mr. Philbrick for a very valuable volume,—the Report of the schools of Boston for 1863. It is a beautifully printed volume,—full of good matter from which we may quote hereafter.

We learn that Mr. Philbrick's services as Superintendent of the schools of Boston,—than which better are not to be found in the country,—are highly acceptable to the school committee and teachers. He has succeeded in infusing an excellent spirit into the school affairs of the city and his influence is felt for good in “all the region round.”

GEN. WILLIAMS. It was our pleasure to spend two or three days in early June, in visiting several schools in company with Mr. Williams, who manifests an unabated interest in the welfare of the youth and is ever ready to do what he can to aid and encourage them.

SPECIAL. *Our next number will be issued in September.* As August is a vacation season with most teachers and schools, no number will be issued for that month.

AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-fifth Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held in Portland, Me., at the new City Hall on the 16th, 17th, and 18th of August, 1864.

The Board of Directors will meet at the City Hall, on the 16th, at eleven o'clock, A. M.

The public exercises will be as follows :

TUESDAY August 16—At half past two o'clock, P. M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's annual address.

At half past three o'clock, P. M., a Lecture by J. N. Bartlett, Esq., of New Britain, Ct. Subject: Influence of School Life upon the Character of the Scholar.

At eight o'clock, P. M., a Lecture by Hon. John D. Philbrick, Superintendent of the Schools of Boston, Mass.

WEDNESDAY, August 17—At nine o'clock, A. M., a Discussion. Subject: How may Parental Co-operation be best Secured?

At eleven o'clock, A. M., a Lecture by Hon. E. P. Weston, Superintendent of the Schools of Maine.

At half past two o'clock, P. M., a Lecture by J. W. Allen, Esq., of Norwich, Conn. Subject: The Teacher an Agent and not a Servant.

At half past three o'clock, A. M., a Discussion. Subject: Should Examinations be conducted by the Teacher or Committee?

At eight o'clock, P. M., a Lecture by J. S. Hart, LL. D., of the New Jersey Normal School.

THURSDAY, August 18—At nine o'clock, A. M., a Discussion. Subject: To what extent should Teachers render assistance to their Pupils.

At eleven o'clock, A. M., a Lecture by Rev. E. B. Webb, of Boston, Mass.

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At half past two o'clock, P. M., a Lecture by Prof. P. A. Chadbourne, of Williams College. Subject: The Relations of Natural History to Education.

At eight o'clock, P. M., brief Addresses by representatives from different States.

CHAS. NORTHEND, *President.*

S. W. MASON, *Secretary.*

BOSTON, June 17, 1864.

RAILROADS.—The following Railroads will grant the usual reduction of fare; that is, a *free return ticket* to those who pay *full fare* one way. Boston and Lowell; Boston and Maine; Eastern; Portland, Saco and Portsmouth; Essex; Nashua and Lowell; Worcester and Nashua; Wilton; Stony Brook; Lowell and Lawrence; Portsmouth and Concord; Salem and Lowell; Concord, Manchester and Lawrence; Manchester and North Weare; Newburyport; Springfield; Hartford and New Haven; Norwich and Worcester; Fairhaven; Hartford, Providence and Fishkill; and Maine Central.

STEAMBOATS.—Fare on the Boston and Portland Steamers will be only *one dollar* each way for those attending the meetings of the Institute.

RETURN TICKETS.—Persons attending the meetings of the Institute can obtain a *free return ticket* over the roads mentioned above, from the Secretary of the Institute, which will be good *only* on the road upon which the bearer came to the Institute, and *only* to the station from which one advance fare was paid.

Those who pass over the Worcester and Nashua road must obtain a return check of the conductor on the road. These checks must be presented to the Secretary of the Institute, and signed by him in order to be honored on the return trip.

S. W. MASON, *Sec'y.*

FIFTEENTH ANNIVERSARY CONN. STATE NORMAL SCHOOL

JULY—1864.

The exercises at the Fifteenth Anniversary of the State Normal School, at New Britain, will take place on the 17th, 18th, 19th, and 20th of July.

The Annual Examination of classes will be on Monday and Tuesday, 18th and 19th.

The closing exercises of the Graduating Class and the presentation of Diplomas will be on Wednesday the 20th, at two o'clock P. M.

On Sunday evening, the 17th, the Annual Sermon will be preached by Rev. George L. Taylor, of New Britain.

On Monday evening, the 18th, the Annual Address before the Graduating Class will be delivered by the principal.

On Tuesday evening, the 19th, an Oration by Rev. John P. Gulliver of Norwich, and a Poem by Rev. Nelson Stutson of Springfield, Mass., will be given before the Barnard and Gallaudet Societies.

On Wednesday, the 20th, at ten and a half A. M., the Annual Address before the Alumni will be given by Mr. George E. Gladwin of the class of 1854.

The Annual Social Re-union will be on Wednesday evening.

The friends of Education are invited to be present at any or all of the exercises..

NATIONAL TEACHERS' ASSOCIATION.

THE next meeting of this association will be held at OGDENSBURG, N. Y., on the 10th, 11th, and 13th of August.

The Exercises will consist of lectures and papers by prominent Educators, and the discussion of various educational topics.

W. H. WELLS, Esq., of Chicago, is President of this Association, and he has been unwearied in his efforts to make the meeting one of unusual interest.

Teachers who are desirous of making the most of their vacation will find the trip to Ogdensburg, and thence to the American Institute at Portland, a very pleasant one. It is to be hoped that Connecticut will be well represented at both of these meetings. The fare from Hartford to Portland and back, by R. R., will not exceed \$9 or \$10, and if the water route is taken from Boston probably \$8 will pay the round trip. By reference to the published programme teachers will learn what Railroads afford the customary reduction of fare.

BOOK NOTICES.

SAUNDERS' UNION SPEAKER. This work, by the author of the popular series of Readers, is a 12mo. of 263 pp., and the selections are well made,—many of them new, and the pieces are characterized by a patriotic spirit. It is decidedly a good book. Ivison and Phinney, New York, are the publishers. (See Adv't.)

CLARK'S SCHOOL VISITOR. This is an excellent monthly for youth,—each number well filled with interesting and instructive matter. Price only 50 cents a year. Address J. W. Daughaday Philadelphia.

THE STUDENT AND SCHOOLMATE. This is another valuable magazine for the young. It is printed monthly—each number containing 32 pp,—a good variety

of matter prepared with good judgment. Joseph H. Allen, Boston, is the publisher. Terms, one dollar a year. Either this or Clark's School Visitor would be a most appropriate and welcome gift for any boy or girl.

GREENLEAF'S ARITHMETICS. These works are too well known to need any words of commendation from us. "Father Greenleaf," the author, has devoted his life to their preparation, and they are now extensively used and approved. They are published in good style and substantially bound. (See Adv't.)

THE PRIMARY SCHOOL SPEAKER. Being a collection of pieces in Poetry, Dialogue and Prose, for the little folk. By George Sherwood, author of "Speller and Pronouncer," "Practical Speller and Definer," and "Writing Speller." Chicago: G. & C. W. Sherwood.

Here is a beautiful little book of 158 pages, that will be welcome by the little folk, and their teachers. It contains about 60 pieces in poetry, 25 dialogues, and 21 prose pieces,—just the thing for our primary schools. It may be obtained in Hartford of Brown & Gross.

A NEW TREATISE ON SURVEYING AND NAVIGATION, THEORETICAL AND PRACTICAL: with use of instruments, essential elements of Trigonometry, and the necessary tables for schools, colleges, and practical surveyors. Edited by Oren Root, A. M. 8vo. 400 pp.

The professed object of the Editor of this book, has been to furnish a work suitable for class instruction in schools and colleges, and at the same time valuable as a work of reference for the practical surveyor. It is evidently a work of more than ordinary merit, and we, with great confidence, commend it to teachers.

HAND BOOK OF CALISTHENICS AND GYMNASTICS: a complete drill-book for schools, families, and Gymnasiums, with music to accompany the exercises. Illustrated from original designs. By J. Madison Watson. 8vo 388 pp. New York: Schermerhorn, Bancroft & Co.

We rarely see a work more beautifully printed than this. It is copiously and clearly illustrated and though it may contain some matter that many teachers will not care to use, the volume contains enough of valuable instruction to make it eminently worthy of a place in every teacher's library. For higher schools and seminaries it will be specially useful.

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